



General Certificate of Secondary Education
2013

Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

WEDNESDAY 5 JUNE, MORNING

MARK SCHEME

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

AVAILABLE
MARKS

Answer **all** questions.

1 Care for the Environment

- (a) (i)** Answers may include:
- recycling
 - using renewable energy
 - car sharing/walking.
- Accept valid alternatives
(AO1) [1]
- (ii)** Answers may include:
- dumping waste/litter
 - pollution
 - carbon emissions.
- Accept valid alternatives
(AO1) [1]
- (iii)** Answers may include:
- animals used in laboratories
 - factory farming
 - hunting.
- Accept valid alternatives
(AO1) [1]
- (iv)** Answers may include:
- Adam
 - humankind/man.
- Accept valid alternatives
(AO1) [1]
- (v)** Answers may include:
- prayer
 - celebrating harvest festival in church
 - taking care of what God has created.
- Accept valid alternatives
(AO1) [1]
- (b)** Answers may include:
- at creation, God put humankind “in charge” of the other things he had created (Genesis 1:26–28)
 - God created people to look after the planet, not to destroy it – this is the idea of stewardship
 - this idea is reinforced in the Psalms (Psalm 8:6)
 - in Exodus 23:10, the Israelites are told to let their agricultural land rest every seventh year
 - Christians can follow the example of Jesus who took an active interest in issues concerning the society of his day.
- Accept valid alternatives
Mark in levels
(AO1) [5]

(c) Answers may include:

- we live in a world where many people have to endure starvation, homelessness and human rights abuses. The rights of disadvantaged people are more important than the environment
- war, conflict and fighting between nations are another important issue
- issues of human relationships, such as prejudice, racism and discrimination need to be addressed before environmental issues.

On the other hand:

- caring for the environment is vitally important as the earth is our home
- God created the world so we should look after his creation
- we have a duty to protect the environment for future generations.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 Equality

- (a) (i)** Discrimination based on a person's race/colour/ethnic group.
Accept valid alternatives
(AO1) [1]
- (ii)** Answers may include:
- through the message of the sermon
 - organising a multi cultural event in the church.
- Accept valid alternatives
(AO1) [1]
- (iii)** Answers may include:
- they follow the example of their parents
 - "scapegoating" – they want to have someone to blame
 - fearful of people who are different.
- Accept valid alternatives
(AO1) [1]
- (iv)** Any two from:
- the homeless
 - ex-prisoners
 - migrant workers/immigrants
 - the elderly
 - people with a disability.
- Accept valid alternatives
(AO1) [2]
- (b)** Answers may include:
- our community is becoming more diverse and multi ethnic; learning about different world faiths can help to increase understanding
 - if people can appreciate why those from other cultures have different customs and traditions there is more likely to be tolerance
 - prejudice is often the result of ignorance about other cultures and traditions; this is one area in which schools have a duty to educate their students
 - people may be less likely to offend someone of a different faith if they have some understanding of their religion.

On the other hand:

- some people might argue that you should not have to learn about a faith you do not believe in
- if a young person already has prejudiced ideas then learning about world faiths in school is not likely to change attitudes
- some students might get confused if they have to learn about too many different religions
- it can depend on the attitude of the teacher and whether a particular religion is taught sympathetically or not.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

3 Euthanasia

(a) Answers may include:

- everyone has the right to decide how and when they should die; they should not have to travel overseas adding further stress to a difficult situation
- if the law was changed, doctors could *legally* act on a patient's desire to die without further suffering
- euthanasia can quickly and humanely end a patient's suffering
- euthanasia can help to shorten the grief and suffering of the patient's loved ones
- the law in the UK already acknowledges that a person can take their own life with the Suicide Act of 1961.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- people are made in the image of God
- God has a purpose for individuals
- only God has the right to decide when life should end.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- there is hope of life after death
- a religious faith can help a person die with dignity as they know this is God's will
- not having a fear of death can help a person get through their last days
- a strong faith can also help family members to cope with a loved one's illness and death.

On the other hand:

- many people with no religion can face a terminal illness with courage and dignity
- some people with a religious faith may find themselves having doubts or question why God has allowed this to happen
- a believer coping with the death of a loved one may also find it difficult to accept that this is God's will.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Justice and Punishment

(a) Answers may include:

- Jesus taught his followers that they must be prepared to forgive others
- God is willing to forgive those people who are genuine about repentance
- when teaching about prayer, Jesus taught “Forgive the wrongs we have done as we forgive the wrongs that have been done to us”
- the message of the Parable of the Unforgiving Servant reinforces the idea of the importance of forgiving others after receiving God’s forgiveness
- a similar message is taught in the Parable of the Lost Son.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- a person who takes the life of another deserves to forfeit their own life
- it is cheaper than keeping a person in prison for life
- other people will be deterred from committing similar crimes
- society is protected from a dangerous criminal re-offending
- the Bible allows capital punishment for murder (Genesis 9:6; Exodus 21:32).

On the other hand:

- Jesus taught his followers to forgive rather than take revenge (Matthew 5:39)
- when a woman caught in adultery was brought to Jesus, he forgave her and did not sanction the death penalty
- the death penalty does not deter people from committing serious crimes
- it is inhumane, even for convicted murderers
- it is not the ultimate punishment; it would be worse to suffer a lifetime in prison.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS

Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance ([4]–[5])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

5 Abortion

(a) Answers may include:

- more people are having sex outside marriage, so more unplanned and unwanted pregnancies occur
- abortion is easier to get nowadays; women in Northern Ireland who want an abortion can easily travel to England
- women's rights have reinforced the view that a woman should decide what happens to her body
- less people in society are Christians, so sanctity of life arguments are becoming less relevant
- abortion is seen by many people as being more acceptable than in the past.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- a woman has the right to choose what happens to her body
- no woman should be forced to go through with an unwanted pregnancy
- no contraception is totally reliable
- if a woman is denied an abortion she may resort to a dangerous alternative – unhygienic back street abortions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- adoption does not involve the destruction of the foetus, which many people would regard as murder and find unacceptable
- adoption is more compatible with religious views
- a childless couple can be adoptive parents and have the opportunity to raise a child
- if the pregnant mother is young, or not able to raise a child herself, then adoption provides a solution as she is not being forced into motherhood
- carrying the baby for nine months, rather than aborting at the first opportunity, gives the woman the time to decide if she wants to keep the baby or not
- the unborn baby has the right to life, even if conception was unplanned or unwanted.

On the other hand:

- many women do not want to be pregnant for nine months if they have no intention of keeping the baby themselves
- if the pregnancy is the result of rape, then abortion would be much better than adoption
- an unplanned pregnancy may interfere with a young girl's education; ending the pregnancy with an abortion would allow her to continue with her studies
- a woman may prefer to have an abortion so the pregnancy does not interfere with her career
- a woman may not want anyone to know she is pregnant; with an early abortion the pregnancy can be kept a secret
- a woman may later feel guilty about putting her baby up for adoption, so raising the child herself, perhaps as a single parent, might be the best option for some.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 Marriage and Divorce

(a) Answers may include:

- in the Old Testament, God's standard for marriage was for it to be viewed as a permanent relationship (Malachi 2:16)
- Jesus reinforced this idea: "No human being must separate, then, what God has joined together" (Matthew 19:6)
- Jesus may have appeared to allow divorce if there had been unfaithfulness in the marriage (Matthew 19:9)
- Paul was not in favour of divorce; if a couple separated they were not to remarry (1 Corinthians 7:10–11)
- candidates may also refer to the teaching of specific churches.

Note: it is a grey issue – open to interpretation

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- marriage is the right place for a sexual relationship: *"To have and to hold from this day forward"*
- in marriage, two people give themselves exclusively to each other and should remain faithful to each other: *"Forsaking all others"*
- the marriage should be permanent: *"Till death do us part"*
- the couple should stand by each other, even during difficulties: *"For better for worse, for richer and poorer, in sickness and in health"*
- marriage is God's intention for a couple: *"According to God's holy law"*.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- divorce is becoming increasingly common nowadays so many people would agree that the idea of marriage for life is unrealistic
- people live a lot longer than in the past; if a couple marry in their twenties, they may have at least sixty years to spend together and people can change
- some couples nowadays prefer not to marry at all and live together without getting married
- for some couples, the pressures of everyday living may place too much strain on the marriage. These may include debt, unemployment or bereavement
- the media and society also seem to reinforce the idea that the Christian teaching of marriage for life is outdated. Divorce is often seen as acceptable, or even inevitable.

On the other hand:

- many marriages today are happy and successful and there is no reason why marriage for life should no longer be considered appropriate
- marriage is a commitment and with effort put into the relationship, there is no reason why it should not be life long
- the couple need to have realistic expectations of marriage, and of each other, and also make sure right from the start that they are getting married for the right reasons
- the Bible teaches that marriage should be permanent and this should be taken seriously by all Christian couples. Jesus said "What God has joined man must not separate"
- many marriages are long-lasting and we should focus on these rather than the divorce statistics.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 War and Peace

(a) Answers may include:

- pacifism is the belief that war and violence are wrong and cannot be justified
- pacifists believe that conflicts should be settled by peaceful means, such as a demonstration or strike at work, for example
- an absolute pacifist believes it is never right to take part in any killing, even in self defence
- conditional pacifism accepts that there may be extreme circumstances where war is the best alternative
- a selective pacifist may reject certain types of war, such as a conflict using nuclear weapons, for example.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- some Christians choose to be pacifists as the Bible says “Do not kill”; this is taken to mean in all situations, including war
- some Christians reject all fighting and war, believing that the life and teaching of Jesus supports a pacifist approach to life
- in the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence
- at his arrest, Jesus said: “All who take the sword will die by the sword” when his disciples tried to fight the armed crowd
- some Christians believe that in wartime they should help the wounded rather than kill the “enemy”.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) Answers may include:

- the original conditions for a Just War were suggested by Thomas Aquinas in the 13th century, so it could be argued they are outdated
- modern war has become very complicated and it is too simplistic to say that there must be just cause and proper intention
- no one can know at the outset of a war if there will be a reasonable chance of success, or whether the good gained by winning the war will be greater than the evil caused by fighting it
- some of the methods often used in modern wars, such as WMDs, could never be justified by the Just War theory; it is impossible to ensure proportionality in a modern war
- sometimes action has to be taken swiftly and there is not the time to try a lot of peaceful methods first, leaving war as a last resort.

On the other hand:

- the idea that taking human life is wrong, but that countries have a duty to protect their citizens, still applies today
- many people still believe that it is right to go to war if the cause is just
- it is still relevant today that war should be declared by a government, not a terrorist or a dictator
- war should always be a last resort, with negotiations and sanctions being tried first
- the conditions that innocent civilians must not be targeted and peace should be restored at the end are still relevant today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPG

5

Total

105